

## **LEA Application Part II**

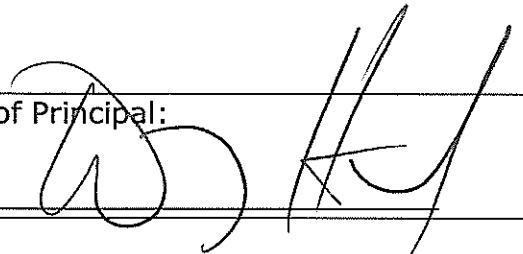
**ATTACHMENT III**

**SAMPLE SCHOOL APPLICATION**

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

**The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.**

School Name and code Jemison School of Choice	District Name and Code
Model for change to be implemented: TURNAROUND	
School Mailing Address: 16400 Tireman, Detroit , MI 48228	
Contact for the School Improvement Grant:  Name: David Harris  Position: Principal  Contact's Mailing Address: 16400 Tireman, Detroit , MI 48228 Telephone: (313) 584-5525 Fax: (313) 584-4807 Email address: david.harris@detroitk12.org	
v	Telephone: (313) 584-5525
Signature of Principal: 	Date: 8/13/10
x	
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

## **SECTION I: NEED**

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

### **1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).**

Subgroup performance shows that the total population data mirror the African American Population and the Economically Disadvantaged population. The population of Students with Disabilities is approximately 30 points lower than the school wide averages.

Consistently, data shows that students with disabilities perform at lower levels than other student subgroups in the school. To remediate this concern, the partner provider includes a comprehensive look at teaching and learning among special needs students. The team is trained to review IEPs, take a careful look at instruction, study the reevaluation process and determine if IEP goals are first addressed and secondly met. Once the concerns have been documented in the Capacity Building Plan, the Provider will bring in necessary assistance and guidance to remediate the concern through the recommendations listed in the plan. As the School Improvement Plan was developed by the previous administration, an evaluation of the SIP will also be completed and, if necessary, amended

In comparing the school data with state and district performance, Jemison School data is higher than district data in both reading and math but lags behind state averages in these two subjects. In 5<sup>th</sup> grade math, school performance exceeds state averages.

From the data provided by the state and the district, in consultation with the newly appointed principal, the leadership team and district leadership, the school has developed an Action Plan for school improvement. This plan looks at current areas of need and reflects a comprehensive approach to accelerate the improvement and exceed the state averages in Reading, Math, Science and Social Science.

## **SEE ATTACHMENT FOR REQUIRED DATA**

### **Sub Group Academic Data Analysis**

#### **Percent of Sub-group meeting State Proficiency**

<b>Standards</b>							
<b>Group</b>	<b>Reading</b>			<b>Math</b>			
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	
<b>Social Economic Status (SES)</b>							
<b>Race/Ethnicity</b>							
<b>Students with Disabilities</b>							
<b>Limited English Proficient (LEP)</b>							
<b>Homeless</b>							
<b>Neglected &amp; Delinquent</b>							
<b>Migrant</b>							
<b>Gender</b>							
<b>Male</b>							
<b>Female</b>							
<b>Aggregate Scores</b>							
<b>State</b>							

## **SEE ATTACHMENT FOR REQUIRED DATA**

### Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Student s	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
<b>SES</b>									
<b>Race/Ethnicity</b>									
<b>Disabilities</b>									
<b>LEP</b>									
<b>Homeless</b>									
<b>Migrant</b>									
<b>Gender</b>									
<b>Male</b>									
<b>Female</b>									
<b>Totals</b>									

Year: 2009-2010

Group	# of Student s	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
<b>SES</b>						
<b>Race/Ethnicity</b>						
<b>Disabilities</b>						
<b>LEP</b>						
<b>Homeless</b>						
<b>Migrant</b>						
<b>Gender</b>						
<b>Male</b>						
<b>Female</b>						
<b>Totals</b>						

## **SEE ATTACHMENT FOR REQUIRED DATA**

### **Enrollment and Graduation Data – All Students**

**Year: 2009-2010**

<b>Grade</b>	<b># of Students</b>	<b># Students enrolled in a Young 5's program</b>	<b># Students in course/grade acceleration</b>	<b>Early HS graduation</b>	<b># of Retentions</b>	<b># of Dropout</b>	<b># promoted to next grade</b>
<b>K</b>							
<b>1</b>							
<b>2</b>							
<b>3</b>							
<b>4</b>							
<b>5</b>							
<b>6</b>							
<b>7</b>							
<b>8</b>							
<b>9</b>							
<b>10</b>							
<b>11</b>							
<b>12</b>							

### **Number of Students enrolled in Extended Learning Opportunities**

<b>Number of Students in Building by grade</b>	<b># Enrolled in Advanced Placement Classes</b>	<b># Enrolled in International Baccalaureate Courses</b>	<b># of Students in Dual Enrollment</b>	<b># of Students in CTE/Vocational Classes</b>	<b>Number of Students who have approved/reviewed EDP on file</b>
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					

**2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.**

Jemison School of Choice is a PreK-8 school with an enrollment of 536 students. 520 of the students are African American, 431 are economically disadvantaged and 98 are identified as Students with Disabilities. The attendance rate as of the 2008-09 school year was 80.3%. The rate has gone down since 2006

Jemison is in School Improvement under NCLB AYP guidelines and must offer choice and transportation. Their Ed Yes! Grade has consistently been a "C" or a "B" and is currently a "C". They did not make AYP this past year due to not meeting the 90% attendance targets for all students, Black students, Students with Disabilities and Economically Disadvantaged students. The Students with Disabilities sub group did not make AYP in the ELA category

Combined grade MEAP scores show that there has been a significant increase in Reading scores from 2009 to 2010 going from 58.3% to 73.4% meeting or exceeding the needed performance levels. In Math there has been consistent and steady improvement since 2008. Currently 53.4% of the students are meeting or exceeding needed performance levels. Science scores have shown a significant improvement from the previous year and social science scores have declined consistently during this period.

Included in the plan are the following needs which are currently not being met:

**1. TEACHING FOR LEARNING**

- a. Extended learning opportunities
- b. Rigorous grade level, standards based instruction in reading and math
- c. Increased targeted use of technology to enhance the instructional program
- d. Additional supports that address the social, behavior and emotional needs of the students

**2. LEADERSHIP**

- a. The new principal will be guided through a process of developing and implementing inclusive school leadership processes

**3. PERSONNEL AND PROFESSIONAL LEARNING**

- a. Principal and staff will be replaced

- b. Base line quality review will provide needed information to begin the process of developing a school improvement plan, a professional development plan that emphasizes job embedded PD
  - c. Processes will be developed to ensure that the PD does not negatively impact the school instructional program or instructional day
- 4. SCHOOL COMMUNITY RELATIONS
  - a. Additional opportunities will be provided to increase parent participation
  - b. Additional efforts will target attendance improvement to meet AYP guidelines currently not being met
- 5. DATA AND INFORMATION MANAGEMENT
  - a. School staff, faculty and leadership will be trained to effectively use data as an instructional tool.

The Detroit School District has developed a system of support for these schools based primarily through the effective targeted use of state and federal dollars.

Following is a listing of the support services that the district is offering at this school for the upcoming year, all developed to accelerate school performance. These priorities are aligned the enclosed Pulaski Action Plan.

The services include:

- 1. District ARRA
  - a. Netbooks in 6<sup>th</sup>-8<sup>th</sup> grades
  - b. DIBELS for grades K to 5
  - c. Learning Village
  - d. Extended Day
  - e. Conflict Resolution Training
  - f. Renaissance Learning
  - g. Springboard for grades 6-8
  - h. Read 180 for 8<sup>th</sup> grade
  - i. Leadership Team PD
  - j. A district wide focus on literacy and math PD
  - k. Support for an external partner (Synesi) for one year
- 2. TITLE 1
  - a. Summer school
  - b. Academic Games
  - c. Literacy coaches
  - d. Early Childhood program
  - e. Funding for Reading Recovery

School based state and federal dollars as noted in the current School Improvement Plans. This school has a new principal and a newly hired staff, still being interviewed. The previous administration had developed a school improvement plan; this plan includes the following items to be funded through poverty funding. Each school will receive a quality review which will update the school's needs assessment. Based on



this assessment, the SIG outline, and input from the new staff, a review of the school improvement plan will take place. In addition to the district mandates initiatives, some of the costs covered at the school through state and federal funding are included below. These items were reviewed as the SIG grant was developed.

They include:

- a. Additional SSAs
- b. Parent training
- c. Computer maintenance
- d. Supplies
- e. Refreshments for PD and parent outreach
- f. Field trips
- g. One counselor
- h. Copier supplies
- i. Printers
- j. Copier maintenance
- k. Graphic organizers
- l. Conference travel
- m. Pupil transportation
- n. Flash drives
- o. Folders
- p. New computers
- q. Stipends for off sight PD opportunities in the core areas
- r. Attendance improvement
- s. Compensatory supplemental services
- t. furniture

These initiatives have been incorporated into the Grant application to ensure a seamless and comprehensive school improvement process for Jemison School.

### School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input checked="" type="checkbox"/> <b>General Funds</b>  <input checked="" type="checkbox"/> <b>Title I Part A</b> <input type="checkbox"/> <b>Title I Schoolwide</b> <input type="checkbox"/> <b>Title I Part C</b> <input type="checkbox"/> <b>Title I Part D</b>	<input type="checkbox"/> <b>Title I School Improvement (ISI)</b>	<input type="checkbox"/> <b>Title II Part A</b> <input type="checkbox"/> <b>Title II Part D</b> <input type="checkbox"/> <b>USAC - Technology</b>	<input type="checkbox"/> <b>Title III</b>
<input type="checkbox"/> <b>Title IV Part A</b> <input type="checkbox"/> <b>Title V Parts A-C</b>	<input checked="" type="checkbox"/> <b>Section 31 a</b> <input type="checkbox"/> <b>Section 32 e</b> <input type="checkbox"/> <b>Section 41</b>	<input type="checkbox"/> <b>Head Start</b> <input type="checkbox"/> <b>Even Start</b> <input type="checkbox"/> <b>Early Reading First</b>	<input type="checkbox"/> <b>Special Education</b>
<b>Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a>.</b>			

## **SECTION II: COMMITMENT**

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

### **1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.**

The District has already made the commitment to support this process through the identification of the impacted schools, the removal and the appointment of a principal who is aligned with and on board with this initiative. The principal is the key player in the development of the goals, objectives and the activities as outlined in this plan for the next three years. It is a plan that is being led by the vision of the new principal. As the principal hires new staff members throughout the month of August, the criteria for this initiative are the criteria being used to bring on the new staff. The principal will hire staff that is aligned with the model and the vision behind the model.

As staff has been hired and the administrative team put in place, these new staff members were able to participate in the process of developing this document. Community outreach took place also. Principals brought targeted community/parent members in, reviewed the draft and encouraged support, input or ideas as to what needed to be included into the plan. In a short period of time, maximum effort was made by school level staff and partners, to be a part of an inclusive process

### **2. Explain the school's ability to support systemic change required by the model selected.**

Both the school and the district are enthusiastic in their support of this change. Following is a summary of the highlights

- **Principal replacement** - The new principal has been hired and is on board. He/she was hired with the understanding and the support of the SIG implementation. The new principal is being given maximum flexibility in the decision making process and great latitude in the development of the goals and the objectives. The selected partner provider is already working with the new

principal as a critical friend with a priority of maximizing inclusive leadership processes. These are highlighted in the Goals, Objectives and Activities detailed in this grant application.

- **Teachers** - The principal has already begun hiring new staff who will work to support this grant. Through the addition of a school level assessment coordinator and the intensive support of the partner provider, the teachers, through yearlong job embedded professional development, will work to incorporate data to drive instruction. The district's purchase of Learning Village for the school will give the student rich data sources to work with and will enable teachers to develop better teacher made assessments. All along, data support will be given to each teacher in the school
- **District Role** - The district has embraced this process and has led in the administration of the process in the early stages. They have developed processes to bring support to the school in the area of funding for extended day, extended year, technology supports, assessment options, conflict resolution support, Read 180, Leadership training, District level PD on literacy and math, district and school level literacy coaches, Springboard, Renaissance Learning and support of an external partner provider. The district has also successfully renegotiated portions of the agreement with the Detroit Federation of Teachers. Among the concessions granted were changes in the teacher evaluation process, progress on shared decision making processes, collaboration on the selection of Priority Schools and School Based Performance Bonuses.
- **Data Use** - Through the use of a partner provider the school will be given a base line quality review. From this review a Capacity Building Plan will be developed based on research from the Consortium on School Reform based at the University of Chicago. Additionally the partner will focus on the use of using data to drive instruction to use for individualizing instruction and driving the teachers' lesson plans. The Goals Objectives and Activities notes that the principal will be given assistance to develop grade level and vertical team meetings that will concentrate on data discussions involving student performance and developing strategies to ensure success. The partner provider will use modeling and coaching activities to maximize the effectiveness of the professional development activities for teachers.
- **Professional Development** - The partner provider, through a quality review, will identify professional development needs and assist the school in the development of a yearlong professional development focus, one based on identified needs and rigorous standards based instruction. The emphasis for the partner provider on administering a PD process is job embedded in nature. The partner will be available for traditional PD activities but the primary focus of the PD will be modeling and coaching, and leading in the development and the

administration of grade level and vertical team meetings as a professional development model.

- **Increased Learning Time** - The district has already agreed funding two hour of after school programming focusing on reading and math. The district is also encouraging the schools to further investigate other extended learning options. This school has included in its goals a third hour of time which emphasizes the emotional and social needs of the children. This third hour will provide structured social activities, sports, music, games, and generally opportunities for the students to interact with the school staff in a non threatening and welcoming environment, one that fosters collaboration and team building activities. These three hours of additional time will be after school for two days for students with deficiencies in reading or math and four days per week for students with deficiencies in both reading and math. A Saturday school is also planned and initial discussions are being held about extended year options. This decision will be made once the new staff is hired and on board and can participate in this decision based on the needs.
- **Meets Social and Emotional Needs of the Students** - The Grant application addresses these important item through the increased emphasis on parent involvement, the addition of a middle school counselor and the addition of a social worker on site. Springboard, funded by the district, will give additional support and guidance to 6-8th grade students and an increased emphasis on the arts will assist those students who learn best through the incorporation of art and music into the curriculum, while continuing an emphasis on reading across the curriculum. An additional PE teacher will also assist in these important developmental areas.

**3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).**

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>3</b>	55.6%	74.6%	61.9%	59.7%	73.4%	81%
<b>4</b>	73.1%	51.5%	73.2%	82.4%	69.1%	78.9%
<b>5</b>	54.1%	44.8%	59.2%	48.6%	46.6%	84.6%

<b>6</b>	56.6%	55.2%	34.9%	43.4%	49.4%	47.6%
<b>7</b>	44.9%	51.9%	67.3%	45.3%	48.1%	51.9%
<b>8</b>	62.2%	70.2%	77.8%	21.6%	41.4%	33.3%

\* % OF TESTED STUDENTS THAT MET OR EXCEEDED STANDARDS.

SOURCE: MDE MEAP RESULTS

#### **4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.**

When the school staff is hired the main emphasis on professional development will be on reading across all subjects and on using data to drive instruction. Additional staff and partner providers will be utilized to ensure the incorporation of data into all decision making processes throughout the year. Both with this knowledge and with data from Learning Village and Read 180 and DIBELS, the school will develop a model of RtI that will address the three tiers of need based on assessment data. The model, developed with district assistance will ensure that students will be provided ongoing evaluations on their progress and that their instructional program will be tailored to fit their needs and altered regularly as they progress or fall behind. Students in tiers one and two will be given targeted intervention support based on the use of district level benchmark data and DIBELS data that is currently available and being expanded to grades four and five. Partner Providers will assist teachers in developing strategies and grouping processes to assist students in each tier with short term assistance to remediate needs. Case managers will be brought in to lead ongoing discussions with parents if children do not experience forward movement. Partner provider teams assisted in the development of the RtI system first used in the Recovery District of Louisiana after the Hurricane. The model has now been expanded to the entire state of Louisiana. The very public use of data will ensure that needs are identified, remediated and evaluated.

The school has also committed, through this grant, to incorporate technology into the instructional program and Jemison. Included in this outline is the addition of one more computer time to maximize hands on time of computers by students, new smart boards will be purchased and used as an instructional tool and additional dollars have been instituted to assist new teachers who are not technology friendly. Also, the partner provider, through the quality review, will investigate the current use of technology and the school, with the new staff and new leadership, will look at

amending or adding to the current school improvement plan in all areas including technology. This will enable the school to further incorporate technology once base line school level data has been determined.

The process used by the external partner is research based in its approach. The foundation for the research is data developed by the Consortium for School Change based at the University of Chicago. This respected research organization has been researching urban school reform and has a body of work dating back from 1989. It has studied school reform its impact and lessons learned. The specific research document is Essential School Supports from fall of 2006.

**5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.**

The partner provider, as identified in the Goals, Objectives and Activities, will work directly with the principal through a leadership coach to institute an inclusive leadership team. This team will monitor progress, evaluate the school based on data and work in a collaborative manner with the school and community. Additionally the partner provider will assist in the development of grade level and vertical team meetings. The partner is research based, utilizing urban school research from the Consortium on School Reform based in the University of Chicago. As noted in the Goals, funding is provided to ensure these teams meet regularly and that they use data to make decisions. Partner providers in data and literacy will work with the teams to move them to data driven directions.

**6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.**

The district is committed to assisting the school and has already brought an external partner provider into the school to help move the school forward. The provider, Synesi Associates, is an approved Michigan provider. The partner will work on assisting the new principal and staff by providing a base line quality review, a Capacity Building Action Plan, long term support in leadership, literacy across the curriculum and data use and short term support as identified by the quality review. The Goals, Objectives and Activities also emphasize processes to bring parents into the school through service, and other opportunities and will utilize parents to assist the school in reaching its attendance goals. Community Partner is being hired to assist in the area of community partnership and communication processes.

### **SECTION III: PROPOSED ACTIVITIES**

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

### **GOALS AND OBJECTIVES FOR JEMISON SCHOOL OF CHOICE SCHOOL IMPROVEMENT GRANT**

Through a collaborative process including the principal, key staff members, district personnel and the external service provider, a series of goals and objectives were developed to guide the process over the next three years.

Goals were formulated by using the five strands of the Michigan School Improvement Frameworks. This ensures coordination with present and future school improvement plans and brings continuity to the tasks that need to be completed.

A new principal has recently been appointed to the school under the mandates of the chosen model. And the principal is completing a process of hiring new staff for the school. As the school community will be different than it was in the spring, the external partner provider will be completing a Quality Review. This review will provide base line data and will be utilized as a needs assessment moving forward. Once completed, an updated Professional Development Plan will be completed based on the findings of the review and input from key stakeholders.

The next immediate step will be to develop a Capacity Building Plan based on the findings of the Quality Review. This plan will be consistent with the objectives and goals outlined below.

Jemison School seeks to develop and implement a rigorous instructional program based on grade level standards and best practice methods. The school will concentrate on bringing supports to the classroom teacher in the areas of literacy across the curriculum, using data to drive the instructional program and emphasizing a job embedded year long professional development focus to ensure that this concentration is successful in accelerating student achievement and building internal capacity to the school stakeholders. The plan brings in the necessary supports to bring success to every child no matter where they are, academically, at the start of the year. In addition to academic support, Jemison proposes a wide range of social and emotional supports that frequently stand in the way of success.

School leadership will be coached, guided and assisted in developing an inclusive team approach to school leadership. Through the effective establishment of leadership



teams, vertical teams, grade level teams, increased parental involvement and community support the school will be able to bring a climate of collaboration and focus into the school's vision.

Through ongoing classroom evaluations and through the classroom job embedded professional development with the partner provider, there will be an ongoing observation of monitoring changes in instruction. Partners will work with vertical teams and grade level teams to internalize a self evaluation process based on both benchmark and teacher made assessment data, to determine if changes in instruction are mirroring accelerated learning. The walk through process is also primarily a tool for investigating teaching and learning. From these walk throughs, first led by partners and administrators, observations will be made on instructional method. Through the year the process will move toward being teacher led as the team meeting assist in teacher training and transferring leadership to teaching staff. The walk through process utilized by the partners is based on the Chicago Model which incorporates research based practices which include ten minute class visits, debriefings after each visit and targeted objectives based on priorities determined by the school teams. The walk throughs determine and drive the professional development focus

Synesi Associates, as a state approved Partner will begin their work with the school by providing an intensive quality review. The Quality Review Process is conducted using a three-step process:

1. Research and Analysis
2. On-Site School Visits
3. Collaborative Teamwork, Discussion, Brainstorming, and Report Construction

The first step in the process, Research and Analysis, involves intensive background work. Synesi Associates will begin by gathering relevant district and school level information from a variety of sources including public domain data, as well as previous school level reports and/or school improvement documentation that the new turnaround principal and central office make available. The objective is to procure a solid foundation of information and data on each school, before setting foot on-site. Synesi will rely on community, school, and district level interviews and dialogue as well as relevant information shared by Detroit administrative staff as the foundation for our understanding of the system itself, defined goals, priority initiatives, and of the individual schools. This prep work allows consultants to walk

on to each campus ready to engage in meaningful conversations with school staff. It also provides a contextual foundation for the time they will spend in the school.

Although this research and study process provides the background information, the on-site school visit is essential to the Quality Review process. Synesi will conduct 2-3 days of site visit. This visit will look at instruction, leadership, professional capacity, parent-community partnerships and school climate. Synesi quality review teams consist of 3-5 educational consultants; each member providing strategic expertise within a specific area of focus. These teams will spend the days at the school visiting all classrooms and conducting interviews with the principal, as well as a cross-section of the building administration, the teachers, selected students, non-instructional staff, and parents. Time will also be set aside at the end of the second day as an opportunity to hear from additional sources who may wish to contribute to this process, including, yet not limited to: business partners, not for profit partners, parent organizations, faith based organizations, university partners, and other community support/advocacy organizations.

The Synesi Team places significant value on the time spent in school buildings with educators and considers this step to be a pivotal part of the district partnership. All information will be collected by means that maintain the level of integrity, confidentiality and authenticity necessary in order to document actionable findings, and make solid plans for moving forward.

At the same time, Synesi will work with the central office in order to accurately identify and highlight any priorities or initiatives that should be specifically evaluated or measured.

#### **Areas of focus during the quality review:**

1. Development of School Instructional Audit protocols, specific to DPS, including the following features:
  - Pertinent School Statistics, including Staff and Student Attendance Review
  - Principal Interview
  - Interview with non-instructional staff/parents
  - Budget review
  - Instructional review and Assessment review
  - Bilingual/English as a Second Language (ESL) Education Program review
  - Discipline Policy review

- Security review/Ethics Issues
- Parent-Community review
- Special Education review
- School Audits
- State Reconstitution Plan
- School Fiscal Audits

SYNESI will provide written reports for each school that may serve as the basis of turnaround work over the next three years.

**SCHOOL QUALITY REVIEW REPORTS WILL INCLUDE:**

- Written report of findings, including:
  - General Overview of School
  - Observed Strengths
  - Observed Areas of Concern
  - Summary of Observations and Data Review
  - Actionable Recommendations

Synesi Associates will produce two documents: A Quality Review Report and Capacity Building Plan (CBP). The Quality Review Report will provide a well-rounded picture of what is happening in each school, while the Capacity Building Plan will represent future action and change.

Both the report and CBP will address five areas of focus\*:

1. Leadership
2. Parent/Community Ties
3. Professional Capacity
4. Student-Centered Learning Climate
5. Ambitious Instruction

Each report will examine these areas and outline the positive actions currently underway at each school, the areas of concern that need attention, and provide actionable recommendations for addressing these concerns. The most powerful part

of these reports will be the concrete recommendations for improvement. These recommendations will be used as the foundation for the school improvement effort and Corrective Action Plan. This process was designed to validate positive efforts within the school, successful district initiatives, and any other such activity that should be noted and highlighted as successful. Investing in building upon strengths and isolating weaknesses will be the foundation that consultants will stand on in order to effectively collaborate with school personnel. It is essential that each side of this equation (school and consultant) start from this common ground. Each consultant is invested in the success of his/her school and effort will be put forth in order to ease the improvement plan.

### Ongoing Intensive Leadership and Instructional Support

The core strengths of Synesi Associates as a turnaround partner are the diverse group of experienced and seasoned educators that make up the firm, and the successful track record it has in improving student outcomes.

The core members, who will be on site for no less than 125 school days, will focus on strategic and, what we consider to be, high voltage components of each school. The following areas represent the Core Synesi Team–

#### 3 Core Team Members

- Leadership Coach
  - serves as coach to the school principal and coordinates the work of the team. This member would also have to advise on data, and/or special education issues and scheduling issues
- Literacy Coach
  - provides instructional guidance on matters related to ELA, and literacy across curricular areas
- Data Coach
  - provides instructional guidance on matters related to school level and classroom level performance data
- Other Coaches, as needed may include
  - Teaching Quality Director
  - ELL Coach
  - Special Education Coach
  - Climate and Culture Coach
  - Instructional Technology Coach
  - Family/Community Engagement Advisor
  - Classroom Management Coach

Actual breakdown of days, by discipline, will be determined by instructional audit. The process used by the external partner is research based in its approach. The foundation for the research is data developed by the Consortium for School Change based at the University of Chicago. This respected research organization has been researching urban school reform and has a body of work dating back from 1989. It has studied school reform its impact and lessons learned. The specific research document is Essential School Supports from fall of 2006.

Finally, through the expansion of extended day and extended year learning activities, students will be given the extra time they need to find academic success. The additional time on task and the emphasis on academics with a behavioral and social component will dramatically increase the ability of the students to be successful and to remediate their concerns in a short period of time.

**GOAL 1 – TEACHING FOR LEARNING: JEMISON WILL PROVIDE A RIGOROUS STANDARDS BASED INSTRUCTIONAL PROGRAM, LED BY A STRONG LITERACY COMPONENT, DRIVEN BY THE USE OF DATA DRIVEN PROCESSES, AND USING ASSESSMENTS AS AN INSTRUCTIONAL AIDE**

Objective 1.1 – School will provide maximum learning opportunities for students through the year through extended learning opportunities

Objective 1.2 – School will emphasize rigorous grade level instruction with a priority on reading across the curriculum and math supports

Objective 1.3 – School will incorporate technology aids to enhance the instructional program

Objective 1.4 – School will provide additional support services for students with behavioral, social or emotional needs.

**GOAL 2 LEADERSHIP: THE PRINCIPAL WILL PRACTICE INCLUSIVE LEADERSHIP PRACTICES WHILE SPENDING MORE THAN 50% OF HIS/HER DAY ON INSTRUCTION RELATED ACTIVITIES**

Objective 2.1 – Principal will be guided through a process of inclusive leadership opportunities

**GOAL 3 – PERSONNEL AND PROFESSIONAL LEARNING: THROUGH THE IMPLEMENTATION OF THE TURNAROUND MODEL, THE PRINCIPAL AND THE STAFF WILL BE REPLACED AND A NEW PROFESSIONAL DEVELOPMENT PLAN WILL BE DEVELOPED AND IMPLEMENTED**

Objective 3.1 – School principal and staff will be replaced

Objective 3.2 – Based on Quality Review, a data review and additional input from stakeholder a yearlong professional development plan will be implemented highlighting job embedded processes

Objective 3.3 – Processes and procedures will be developed to ensure that professional development opportunities do not negatively impact the instructional program and the instructional day.

#### **GOAL 4 – SCHOOL COMMUNITY RELATIONS: PARENT INVOLVEMENT WILL INCREASE BY 50%**

Objective 4.1 – Additional opportunities will be provided for parents to participate at the school

Objective 4.2 – Student attendance will increase to AYP guidelines

#### **GOAL 5 – DATA AND INFORMATION MANAGEMENT; DATA WILL BE USED TO LEAD THE INSTRUCTIONAL PROGRAM**

Objective 5.1 – School leadership, faculty and staff will be trained to use data to guide the instructional program and to make data driven decisions

### **JEMISON SCHOOL ACTION PLAN FOR SUCCESS**

In order to make sure that these goals and objectives are being met, the school, the district and the external partner have developed an action plan for each of the three years. This plan details the activities and the processes needed for successful implementation of the goals and objectives. It also designates who is responsible for implementation, what the indicators are for success, and it notes the costs that will be needed to implement successfully.

The Three year Action Plan emphasizes building internal capacity processes so that at the end of the three year grant period, the school will be at a place to continue success without external supports and dollars.

## **YEAR 1**

### **GOAL 1 TEACHING FOR LEARNING**

OBJECTIVE 1.1 – School will provide maximum learning opportunities for students throughout the year

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation</b>	District Personnel, Principal	None to the school	Attendance monitoring, spring assessment results in reading and math, pre and post tests
<b>1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.</b>	Principal, Leadership team	Four days per week, 30 weeks, one hour per day, 6 teachers	Attendance monitoring, discipline referrals
<b>1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year</b>	Principal, grade level teams	8 trips for six groups of students	Trip evaluations, follow up lesson reviews
<b>1.1d – Saturday school will be developed for targeted student population most in need of remediation and tutorial.</b>	Principal, leadership team	30 weeks, 3 teachers, two hours	Attendance monitoring, pre and post tests

Objective 1.2 – School will emphasize rigorous grade level instruction with a priority on reading across the curriculum and math supports

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.2a – School will institute class size reduction in grades k to 3</b>	Principal	4 additional teachers	Dibels results
<b>1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades</b>	Principal	1 additional teacher	Reading assessment data from MEAP, Learning Village, DIBELS and Read 180
<b>1.2.c – School will employ two math coaches one for primary and one for intermediate grades</b>	Principal	2 additional teachers	Math assessment data, MEAP, Learning Village
<b>1.2d – School will implement Project SEED to improve algebraic reasoning and Beyond Basics to improve writing skills</b>	Leadership team	Costs of program	Algebraic questions on MEAP
<b>1.2e – Through the use of the partner provider, school will emphasize strategies to incorporate reading across the curriculum</b>	Principal, Teachers, Partner Provider	Covered by district year one	Increased test scores on reading assessments
<b>1.2f - District will fund Reading Recovery</b>	District, principal	Covered by district	Primary reading assessment scores
<b>1.2g – 4 SSA s will be hired</b>	Principal,	4 SSA	DIBELS



<b>to provide tutorial support in primary grades</b>	primary grade teams	positions	assessments
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Objective 1.3 – School will incorporate technology aids to enhance the instructional program

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.3a – Smart boards will be added to each classroom</b>	Principal	15 smart boards	Classroom observation
<b>1.3b – District will provide Netbooks for all 6-8 grade students</b>	District, Principal	District costs	Classroom observations, review of lesson plans
<b>1.3c – One additional computer lab will be added</b>	Principal	Costs to equip one lab	Lab use reviews

Objective 1.4 – School will provide additional support services for students with behavioral, social or emotional needs.

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.4.a - One additional counselor and one social worker will be hired for middle school students</b>	Principal	2 positions	Decrease in discipline referrals, suspensions
<b>1.4b – School supplies will be purchased to ensure all students are prepared for the school day</b>	Principal	Related costs for supplies	observation

## GOAL 2 LEADERSHIP

Objective 2.1 – Principal will be guided through a process of inclusive leadership opportunities

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>2.1a – Partner provider will assist principal in the development of a leadership team, vertical team meetings and grade level meetings</b>	Principal, leadership team, Partner provider	District costs for year 1	Establishment and minutes from team meetings
<b>2.1b – Partner will provide a quality review visit to present base line data on the new staff and the school learning environment</b>	Partner provider	District costs for year 1	Completed review
<b>2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance</b>	Partner provider	District costs year 1	Completed CBP
<b>2.1 d – School will develop and implement an inclusive school walk through process led by the</b>	Principal, Partner, leadership team,	None	Walk through schedules

<b>principal initially</b>	teachers		
<b>2.1e – One administrative assistant will be hired to concentrate on operations and management issues</b>	Principal	1 position	Principal concentration on instruction, observation

**GOAL 3 – PERSONNEL AND PROFESSIONAL LEARNING: THROUGH THE IMPLEMENTATION OF THE TURNAROUND MODEL, THE PRINCIPAL AND THE STAFF WILL BE REPLACED AND A NEW PROFESSIONAL DEVELOPMENT PLAN WILL BE DEVELOPED AND IMPLEMENTED**

Objective 3.1 – School principal and staff will be replaced

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>3.1a – District will appoint a new principal</b>	District		New principal
<b>3.1a – Principal will complete the process of hiring new staff</b>	District		New staff

Objective 3.2 – Based on Quality Review, a data review and additional input from stakeholder a yearlong professional development plan will be implemented highlighting job embedded processes and the current School Improvement Plan will be reviewed and amended if necessary

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>3.2a – Partner will guide the school through a professional development plan based on data and current performance and, at the same time, review the current School</b>	School teams, Partner provider	None	Completed PD Plan and amended SIP

<b>Improvement Plan and make necessary amendments to align to the SIG goals and objectives.</b>			
<b>3.2b- Plan will emphasize modeling and coaching and will build internal capacity</b>	School staff, Partner	None	Observation

Objective 3.3 – Processes and procedures will be developed to ensure that professional development opportunities do not negatively impact the instructional program and the instructional day.

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>3.3a – Substitutes will be trained on school procedures and processes</b>	School leadership team	Related training costs	Observation of substitutes
<b>3.3b – Substitute pay will be provided to assist in getting high quality substitutes when necessary while teachers participate in professional development activities.</b>	Principal	Substitute funding	Qualified sub positions, observations

#### **GOAL 4 – SCHOOL COMMUNITY RELATIONS**

Objective 4.1 – Additional opportunities will be provided for parents to participate at the school

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>4.1a – Family nights will be planned for literacy and for mathematics</b>	Staff, Partner	Related refreshment costs	Attendance at function
<b>4.1b – A parent tutorial assistance plan will be developed and implemented</b>	Principal, leadership team	Parent stipends	Attendance
<b>4.1 c – Community Schools Partnerships will be brought into the school</b>	Principal	Program cost	Increased community involvement

Objective 4.2 – Student attendance will increase to AYP guidelines

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>4.2a – Motivational prizes and incentives will be given for increasing attendance</b>	Leadership team	Related costs to purchase incentives	Improved attendance
<b>4.2b – Parents will be utilized to call absent students and to follow up on attendance concerns</b>	Leadership team	Related stipend costs	Improved attendance

## GOAL 5 DATA AND INFORMATIONAL MANAGEMENT

Objective 5.1 – School leadership, faculty and staff will be trained to use data to guide the instructional program and to make data driven decisions

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>5.1a – District will purchase Learning Village for the school</b>	District	District	Increased test scores, observation of use
<b>5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction</b>	Partner, Leadership team	No costs year one	Observations, increased assessment scores
<b>5.1 c. Test coordinator will be hired to act as a data resource</b>	Principal	1 position	Increase use of data, observations
<b>5.1d – Data will be made public through the use of displays, data walls, and relate activities</b>	Partner	No costs year one	Observation
<b>5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs</b>	Partner	No costs year one	Observation, lesson plan review. Pd plan
<b>5.1f – teachers will be</b>	Partner	No costs year	Observation,

<b>trained on developing classroom assessments that can guide instruction and identify student remediation needs.</b>		one	lesson plans, pd plan
<b>5.1 g – Administration will be trained on using data effectively and using data to lead professional development opportunities.</b>	Partner	No costs year one	Increased involvement by administration, pd plan

# YEAR 2

## GOAL 1 TEACHING FOR LEARNING

OBJECTIVE 1.1 – School will provide maximum learning opportunities for students throughout the year

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation</b>	District Personnel, Principal	None to the school	Attendance monitoring, spring assessment results in reading and math, pre and post tests
<b>1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.</b>	Principal, Leadership team	Four days per week, 30 weeks, one hour per day, 6 teachers	Attendance monitoring, discipline referrals
<b>1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year</b>	Principal, grade level teams	8 trips for six groups of students	Trip evaluations, follow up lesson reviews
<b>1.1d – Saturday school will be developed for targeted student population most in</b>	Principal, leadership	30 weeks, 3 teachers, two	Attendance monitoring, pre



<b>need of remediation and tutorial.</b>	team	hours	and post tests
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Objective 1.2 – School will emphasize rigorous grade level instruction with a priority on reading across the curriculum and math supports

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.2a – School will institute class size reduction in grades k to 3</b>	Principal	4 additional teachers	Dibels results
<b>1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades</b>	Principal	1 additional teacher	Reading assessment data from MEAP, Learning Village, DIBELS and Read 180
<b>1.2.c – School will employ two math coaches one for primary and one for intermediate grades</b>	Principal	2 additional teachers	Math assessment data, MEAP, Learning Village
<b>1.2d – School will implement Project SEED to improve algebraic reasoning and Beyond Basics to improve writing skills</b>	Leadership team	Costs of program	Algebraic questions on MEAP
<b>1.2e – Through the use of the partner provider, school will emphasize strategies to incorporate</b>	Partner	Related partner costs	See year one

reading across the curriculum			
<b>1.2f - District will fund Reading Recovery</b>	District, principal	Covered by district	Primary reading assessment scores
<b>1.2g – 4 SSA s will be hired to provide tutorial support in primary grades</b>	Principal, primary grade teams	4 SSA positions	DIBELS assessments

Objective 1.3 – School will incorporate technology aids to enhance the instructional program

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.3a – Smart boards will be added to each classroom</b>	Year one completed		
<b>1.3b – District will provide Netbooks for all 6-8 grade students</b>	Year one completed		
<b>1.3c – One additional computer lab will be added</b>	Year one completed		
<b>1.3 d Maintenance for smart boards lab, and additional teacher training</b>	Principal	Maintenance costs, teacher PD	Observation of use, lesson plans

Objective 1.4 – School will provide additional support services for students with behavioral, social or emotional needs.

ACTIVITY	PERSON(S)	COST FACTOR	INDICATOR OF
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	RESPONSIBLE		SUCCESS
<b>1.4.a - One additional counselor and one social worker will be hired for middle school students</b>	Principal	2 positions	Decrease in discipline referrals, suspensions
<b>1.4b – School supplies will be purchased to ensure all students are prepared for the school day</b>	Principal	Related costs for supplies	observation

## GOAL 2 LEADERSHIP

Objective 2.1 – Principal will be guided through a process of inclusive leadership opportunities

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>2.1a – Partner provider will assist principal in the ongoing support for a leadership team, vertical team meetings and grade level meetings</b>	Partner	Related partner costs	Increased internal capacity through observations
<b>2.1b – Partner will provide a quality review visit to present base line data on the new staff and the school learning environment</b>	Partner, school teams	Partner provider costs	Updated quality review
<b>2.1c – Partner will provide a Capacity Building Plan to</b>	Partner,	Partner	Updated CBP

<b>target specific actions the principal can take in leading the school to improved academic performance</b>	school teams	provider costs	
<b>2.1 d – School will build internal capacity for an inclusive school walk through process led by the school teams</b>	Principal	Partner provider costs for ongoing building of internal capacity	Completed walk through data
<b>2.1e – One administrative assistant will be hired to concentrate on operations and management issues</b>	Principal	1 position	Principal concentration on instruction, observation

**GOAL 3 – PERSONNEL AND PROFESSIONAL LEARNING: THROUGH THE IMPLEMENTATION OF THE TURNAROUND MODEL, THE PRINCIPAL AND THE STAFF WILL BE REPLACED AND A NEW PROFESSIONAL DEVELOPMENT PLAN WILL BE DEVELOPED AND IMPLEMENTED**

Objective 3.1 – School principal and staff will be replaced

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>3.1a – District will appoint a new principal</b>	<b>Year one only</b>		
<b>3.1b – Principal will complete the process of hiring new staff</b>	<b>Year one only</b>		
<b>3.1 c – School will develop a performance based teacher evaluation system</b>	Principal, leadership team	None	New evaluation template

Objective 3.2 – Based on Quality Review, a data review and additional input from stakeholder a yearlong professional development plan will be implemented highlighting job embedded processes

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>3.2a – Partner will guide the school through a professional development plan based on data an current performance and a school improvement plan</b>	Partner, school teams	Partner provider costs	Completed new PD plan and SIP
<b>3.2b- Plan will emphasize modeling and coaching and will build internal capacity</b>	Partner, school teams	Partner provider costs	Additional internal leadership observed

Objective 3.3 – Processes and procedures will be developed to ensure that professional development opportunities do not negatively impact the instructional program and the instructional day.

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>3.3a – Substitutes will be trained on school procedures and processes</b>	Year one activity		
<b>3.3b – Substitute pay will be provided to assist in getting high quality substitutes when necessary while teachers participate in professional development activities.</b>	Principal	Substitute funding	Qualified sub positions, observations

## GOAL 4 – SCHOOL COMMUNITY RELATIONS

Objective 4.1 – Additional opportunities will be provided for parents to participate at the school

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>4.1a – Family nights will be planned for literacy and for mathematics</b>	Staff, Partner	Related refreshment costs	Attendance at function
<b>4.1b – A parent tutorial assistance plan will be developed and implemented</b>	Principal, leadership team	Parent stipends	Attendance
<b>4.1 c – Community Schools Partnerships will be brought into the school</b>	Principal	Program cost	Increased community involvement

Objective 4.2 – Student attendance will increase to AYP guidelines

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>4.2a – Motivational prizes and incentives will be given for increasing attendance</b>	Leadership team	Related costs to purchase incentives	Improved attendance
<b>4.2b – Parents will be utilized to call absent students and to follow up on attendance concerns</b>	Leadership team	Related stipend costs	Improved attendance

## GOAL 5 DATA AND INFORMATIONAL MANAGEMENT

Objective 5.1 – School leadership, faculty and staff will be trained to use data to guide the instructional program and to make data driven decisions

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>5.1a – District will purchase Learning Village for the school</b>	Year one only		
<b>5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction</b>	Partner, school teams	Partner provider costs	Observation, improved assessment performance
<b>5.1 c. Test coordinator will be hired to act as a data resource</b>	Principal	1 position	Increase use of data, observations
<b>5.1d – Data will be made public through the use of displays, data walls, and relate activities</b>	Partner	Partner provider costs	Observation
<b>5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs</b>	Partner	Partner provider costs	Observation, assessment performance

<b>5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.</b>	Partner	Partner provider	Observation, review
<b>5.1 g – Administration will be trained on using data effectively and using data to lead professional development opportunities.</b>	Year one only		
<b>5.1 h – On going training for Learning Village</b>	School personnel	Related training update costs	Increased use of LV, observations



# YEAR 3

## GOAL 1 TEACHING FOR LEARNING

OBJECTIVE 1.1 – School will provide maximum learning opportunities for students throughout the year

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation</b>	District Personnel, Principal	None to the school	Attendance monitoring, spring assessment results in reading and math, pre and post tests
<b>1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.</b>	Principal, Leadership team	Four days per week, 30 weeks, one hour per day, 6 teachers	Attendance monitoring, discipline referrals
<b>1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year</b>	Principal, grade level teams	8 trips for six groups of students	Trip evaluations, follow up lesson reviews
<b>1.1d – Saturday school will be developed for targeted student population most in</b>	Principal, leadership	30 weeks, 3 teachers, two	Attendance monitoring, pre

<b>need of remediation and tutorial.</b>	team	hours	and post tests
<b>1.1 e Formal evaluation of effectiveness of extended learning activities</b>	Leadership team	Outside evaluator costs	Completed report with recommendations

Objective 1.2 – School will emphasize rigorous grade level instruction with a priority on reading across the curriculum and math supports

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.2a – School will institute class size reduction in grades k to 3</b>	Principal	4 additional teachers	Dibels results
<b>1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades</b>	Principal	1 additional teacher	Reading assessment data from MEAP, Learning Village, DIBELS and Read 180
<b>1.2.c – School will employ two math coaches one for primary and one for intermediate grades</b>	Principal	2 additional teachers	Math assessment data, MEAP, Learning Village
<b>1.2d – School will implement Project SEED to improve algebraic reasoning and Beyond Basics to improve writing skills</b>	Year one and two only		
<b>1.2e – Through the use of</b>	Principal,	Related	Increased reading

<b>the partner provider, school will emphasize strategies to incorporate reading across the curriculum</b>	Teachers, Partner Provider	partner provider costs	scores
<b>1.2f - District will fund Reading Recovery</b>	District, principal		Primary reading assessment scores
<b>1.2g – 4 SSA s will be hired to provide tutorial support in primary grades</b>	Principal, primary grade teams	4 SSA positions	DIBELS assessments
<b>1.2 h - Evaluation of impacts of class size reduction and additional coaches</b>	Leadership team	Related costs of outside evaluator	Completed report with recommendations

Objective 1.3 – School will incorporate technology aids to enhance the instructional program

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS
<b>1.3a – Smart boards will be added to each classroom</b>	Year one only		
<b>1.3b – District will provide Netbooks for all 6-8 grade students</b>	Year one only		
<b>1.3c – One additional computer lab will be added</b>	Year one only		
<b>1.3 d – Maintenance costs of technology items</b>	Principal	Related maintenance costs	Increased use and availability

Objective 1.4 – School will provide additional support services for students with behavioral, social or emotional needs.

Activity	Person(s) Responsible	Cost Factors	Indicator of Success
<b>1.4.a - One additional counselor and one social worker will be hired for middle school students</b>	Principal	2 positions	Decrease in discipline referrals, suspensions
<b>1.4b – School supplies will be purchased to ensure all students are prepared for the school day</b>	Principal	Related costs for supplies	observation

## GOAL 2 LEADERSHIP

Objective 2.1 – Principal will be guided through a process of inclusive leadership opportunities

Activity	Person(s) Responsible	Cost Factors	Indicator of Success
<b>2.1a – Partner provider will assist principal in the ongoing support of a leadership team, vertical team meetings and grade level meetings</b>	Principal, leadership team, Partner provider		Establishment and minutes from team meetings
<b>2.1b – Partner will provide a quality review visit to present updated data on the staff and the school learning environment</b>	Partner provider		Completed review

<b>2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance</b>	Partner provider		Completed CBP
<b>2.1 d – School will build internal capacity for an inclusive school walk through process led by the school teams</b>	Principal, Partner, leadership team, teachers	None	Walk through schedules
<b>2.1e – One administrative assistant will be hired to concentrate on operations and management issues</b>	Principal	1 position	Principal concentration on instruction, observation

### GOAL 3 PERSONNEL AND PROFESSIONAL LEARNING

Objective 3.1 – School principal and staff will be replaced

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
<b>3.1a – District will appoint a new principal</b>	<b>Year one activity</b>		
<b>3.1b – Principal will complete the process of hiring new staff</b>	<b>Year one activity</b>		
<b>3.1 c – School will review evaluation template</b>	Principal, school teams	None	Completed teacher evaluation form

Objective 3.2 – Based on Quality Review, a data review and additional input from stakeholder a yearlong professional development plan will be implemented highlighting job embedded processes

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
<b>3.12a – Partner will guide the school through a professional development plan based on data an current performance and a school improvement plan</b>	Principal, school teams, partner provider	Costs of partner provider	Completed PD and SIP plans
<b>3.2b- Plan will emphasize modeling and coaching and will build internal capacity</b>	School staff, Partner	None	Observation

Objective 3.3 – Processes and procedures will be developed to ensure that professional development opportunities do not negatively impact the instructional program and the instructional day.

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
<b>3.3a – Substitutes will be trained on school procedures and processes</b>	School leadership team	Related training costs	Observation of substitutes
<b>3.3b – Substitute pay will be provided to assist in getting high quality substitutes when necessary while teachers participate in professional development activities.</b>	Principal	Substitute funding	Qualified sub positions, observations

## GOAL 4 – SCHOOL COMMUNITY RELATIONS

Objective 4.1 – Additional opportunities will be provided for parents to participate at the school

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
<b>4.1a – Family nights will be planned for literacy and for mathematics</b>	Staff, Partner	Related refreshment costs	Attendance at function
<b>4.1b – A parent tutorial assistance plan will be developed and implemented</b>	Principal, leadership team	Parent stipends	Attendance
<b>4.1 c – Community Schools Partnerships will be brought into the school</b>	Principal	Program cost	Increased community involvement

Objective 4.2 – Student attendance will increase to AYP guidelines

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
<b>4.2a – Motivational prizes and incentives will be given for increasing attendance</b>	Leadership team	Related costs to purchase incentives	Improved attendance
<b>4.2b – Parents will be utilized to call absent students and to follow up on attendance concerns</b>	Leadership team	Related stipend costs	Improved attendance

## GOAL 5 DATA AND INFORMATIONAL MANAGEMENT

Objective 5.1 – School leadership, faculty and staff will be trained to use data to guide the instructional program and to make data driven decisions

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
<b>5.1a – District will purchase Learning Village for the school</b>	District responsibility		
<b>5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction</b>	Partner, Leadership team	No costs year one	Observations, increased assessment scores
<b>5.1 c. Test coordinator will be hired to act as a data resource</b>	Principal	1 position	Increase use of data, observations
<b>5.1d – Data will be made public through the use of displays, data walls, and relate activities</b>	Partner	No costs year one	Observation
<b>5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs while transferring leadership to the school based teams.</b>	Partner	No costs year one	Observation, lesson plan review. Pd plan



<b>5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.</b>	Partner	No costs year one	Observation, lesson plans, pd plan
<b>5.1 g – Administration will take leadership role in guiding staff on data related instructional practices</b>	Principal	None	Observations

## BENCHMARK DATA/TARGETS

ANNUAL STUDENT TARGETS:

MEAP RESULTS IN ELA AND MATH FOR GRADES 3-8,

PERCENT PROFICIENT

DETROIT PUBLIC SCHOOLS: JEMISON SCHOOL OF CHOICE

READING					MATH			
SUBGROUP	BASE LINE	2011	2012	2013	BASE LINE	2011	2012	2013
<b>Total</b>	73.4%	77.4%	81.4%	85.4%	64.8%	68.8%	72.8%	76.8%
<b>Students w Disabilities</b>	42.3%	46.6%	55.9%	67.1%	53.1%	58.4%	69.1%	72.9%
<b>LEP Students</b>								
<b>White</b>								
<b>African American</b>	73.0%	77.0%	81.0%	85.0%	64.3%	68.3%	72.3%	76.3%

<b>Asian/Pacific Islander</b>									
<b>American Indian/Native American</b>									
<b>Hispanic</b>									
<b>Others</b>									
<b>Economically Disadvantaged</b>	71.8%	75.8%	79.8%	83.8%	64.2%	65.2%	69.2%	73.2%	
<b>ATTENDANCE</b>									
<b>All Students</b>	90%	92%	94%	97%					
<b>Black</b>	90%	92%	94%	97%					
<b>Students w Dis.</b>	90%	92%	94%	97%					
<b>Econ. Disadv</b>	90%	92%	94%	97%					

**2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**

**i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.**

As the school has new leadership and a new teaching staff, the external partner provider will complete a school wide quality review. From that review the partner, in conjunction with the school leadership, will develop a Capacity Building Plan, this plan will become the tool for improved instruction for the school year and will enable the school to alter its school improvement plan to reflect the new priorities. This CBP will highlight not only observational processes but will present to the school an analysis of current test data and will

lead the school to make decisions based on the data and what it tells the school .

**ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.**

The principal will be given targeted assistance in developing a school leadership team with the primary purpose being the examination of data and the development of data driven decision making processes. In addition, the partner provider will guide the school in the development of school based teams, both vertical teams and grade level teams. The purpose of these teams is to make data driven decisions in an inclusive and collaborative environment. Grant money is being targeted to assure the implementation of these teams and to assist in making them, along with school walk throughs, a part of the process of driving instruction with data decisions.

**iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected.**

The external partner provider, a literacy and a data person, in addition to selected school based personnel, will use job embedded professional development to model and coach teachers on developing and presenting lessons based on data driven decision making processes. The partner assists the school personnel in reviewing relevant data and moving that data into actual lesson plans. Then follow up processes will assist the teacher in determining whether or not the students have learned from the lesson, how to measure that and what to do if it not happening.

The school will work strategically throughout the year on using data to drive instruction. Through the lead of the external partner provider, all staff will be introduced to data driven instruction processes and an evaluation will take place to identify the level of expertise for each staff member. Following that identification, the partner will begin to work on MEAP data, highlighting disaggregated data and identifying strengths and weaknesses based on the standards measured on the state test. Teachers will be led, through modeling and coaching, to develop lesson plans that will address the highlighted areas needing remediation.

Following this introductory beginning, through the district purchase of benchmark assessments and test banks, the partner will begin to assist the school in the analysis of benchmark data and how to change

teaching to fit the needs of the students. With the aid of the test banks, the partners will also work with teachers in developing improved teacher tests that measure highlighted areas of remediation. Finally, the partner's literacy coach, in conjunction with school and district coaches, will develop strategies to tailor teaching to the needs of the students.

**iv. Describe and name any local or national assessments used to measure student progress at each grade level.**

The MEAP test is administered in grades three through eight. DIBELS will be used in the primary grades in the priority schools. And Read 180 will be an assessment tool in grade 8. Additionally, the district has purchased Learning Village which will provide benchmark assessments and will also enable teachers to use test banks to complete better teacher made tests.

**v. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

The school does not currently have an up to date staff development plan in place that will fit their current needs and meet the guidelines of this grant. The principal has been replaced and is currently completing the process of hiring new staff for the upcoming school year.

The external partner provider will guide the school in the process of developing his plan. This will be done through the following steps

- Mid September – completion of a school wide Quality Review providing base line information on the school in the area of academics, current professional development status, rigorous instruction, school climate and parent community partnerships.
- Mid September – results of Quality Review are shared with school staff and leadership
- Mid to late September – staff is inserviced on the NSDC Standards for Staff Development, initial work on the relevance of data driven decision making and relevant district level initiatives.

- Mid to late September – On going meetings around a staff development plan based on accelerating academic improvement
- Early October – complete a draft of the Staff Development Plan for additional wider input from stakeholders
- Mid October – Completion and start of implementation of school level plan.

**3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.**

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

**4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.**

The external partner provider, Synesi Associates, a Michigan approved vendor, will take the primary responsibilities in these areas. They are experienced in bringing technical assistance in the development and implementation of school improvement plans and have practical experience in developing and monitoring plans for urban school systems. Through the use of the Capacity Building Plan the providers will also take responsibility for bringing monthly evaluations on progress to both the school and the district.

## **Section IV: Fiscal Information**

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

### **USES OF FUNDS**

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

## **LEA Application Part III**

## **ATTACHMENT VI**

### **Policies and Practices Change Analysis to Implement the SIG Final Requirements**

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

	<b>Policies/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>	
	• Leadership councils Composition		<b>X</b>		
	• Principal Authority/responsibility	<b>X</b>			
	• Duties – teacher	<b>X</b>			
	• Duties - principal	<b>X</b>			
	• Tenure	<b>X</b>			
	• Flexibility regarding professional development activities	<b>X</b>			
	• Flexibility regarding our school schedule (day and year)	<b>X</b>			
	• Waivers from district policies to try new approaches	<b>X</b>			
	• Flexibility regarding staffing decisions	<b>X</b>			
	• Flexibility on school funding		<b>X</b>		
	<b>Job-Embedded Professional Development</b>				
	Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	<b>X</b>			



<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>	
• Schedule	<b>X</b>			
• Length	<b>X</b>			
• Financing	<b>X</b>			
• Instructors		<b>X</b>		
• Evaluation	<b>X</b>			
• Mentoring	<b>X</b>			
<b>Budgeting</b>				
School funding allocations to major spending categories • School staff input on allocation	<b>X</b>			
• Approval of allocation	<b>X</b>			
• Change of allocation midyear	<b>X</b>			
Major contracts for goods and services • Approval process streamlined		<b>X</b>		
• Restrictions (e.g., amounts, vendors)		<b>X</b>		
• Legal clarifications		<b>X</b>		
• Process		<b>X</b>		
• Stipulations (e.g., targeted vs. unrestricted spending)		<b>X</b>		
• Timeline	<b>X</b>			
• Points of contact	<b>X</b>			
Auditing of school financial practices Process	<b>X</b>			
• Consequences	<b>X</b>			

\*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998